

PUPIL PREMIUM EXPENDITURE CHECK – MAY 2017

Planned Expenditure							
Academic Year 2016-2017							
Quality of Teaching for All							
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Estimated Cost	Update
All PP children pass the phonics screening.	Phonics scheme with clear, progression across Key Stage 1 – with phonics packs given to all PP children.	The EEF Toolkit states that phonics has a moderate impact for low cost. By ensuring that children pass this test we are ensuring that children can read and access the wider curriculum.	Scheme selected using knowledge of range of schemes and based on opinions of other schools. Peer observation of attendees' classes after the course, to embed learning. Tracking of PP children. Learning Walks	KS1 Phase leader	February 2017	The cost of the scheme will not be covered by the PP money only the packs for individual children. £100	<i>Current predictions 80% for all Y1 cohort. 75% for PP children Phonics teaching is consistent.</i> <i>£100 transferred to English in Feb..</i>
PP children are achieving in writing	Talk Boost	We want to ensure that children have a good understanding of the spoken word to enable them to communicate effectively. The EEF Toolkit states that language interventions have a	Talk Boost Tracking Documents Impact of intervention grids	KS1 Phase Leader	February 2017	The scheme is already in school and training already in place.	<i>Talk Boost has run successfully for a term.</i> <i>Scrutiny indicates a higher standard of writing in</i>

		moderate impact for a low cost.					<i>KS1 compared to last year. 9/16 PP children are on track to achieve standard. No associated costs.</i>
Improved progress for all PP children through clear direction and leadership	High quality feedback - Marking of PP and SEN books first. Possible use of The Key CPD Toolkit to look at marking All Governor Monitoring visits to report explicitly about PP in their subject.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can continue to embed across the school. Research also indicates that good (or better) teaching has the most impact on disadvantaged children.	Pupil Progress Meetings Book Scrutiny Feedback from staff Governor Visits Minutes of staff meetings	SLT	January 2017	No associated costs only time. CPD Toolkit subscription could be extended £490	<i>CPD Toolkit continues to expand. Effective use of resources if some CPD is in house. Resources received well by staff (see feedback from beginning of year) Resources have been used to look at staff wellbeing.</i>

							<p><i>Governor monitoring forms in the process of being updated by IW.</i></p> <p><i>Autumn Term observations 100% good or better teaching.</i></p> <p><i>£490 moved to CPD costs in Feb</i></p>
Coaching model of support	<p>Recording equipment</p> <p>Coaching model to be used for some work scrutiny and to develop shared understanding of what good and better teaching looks like.</p>	<p>Research indicates that good (or better) teaching has the most impact on disadvantaged children.</p>	<p>Minutes of staff meetings</p> <p>Audit of camera use.</p> <p>Staff views.</p>	SLT	February 2017	<p>£600 for equipment</p> <p>£2000 for coaching training</p>	<p><i>Due to MAT changes course not attended by IW.</i></p> <p><i>The Key CPD has a coaching model which will be used with staff.</i></p> <p><i>£600 in PP pot to spend on equipment –</i></p>

							<i>Feb This is currently on hold so that impact can be measured more fully at the beginning of the year.</i>
Strategic vision and ability to account clearly for PP children	Pupil Premium Focused courses	Ability to conduct a Pupil Premium Review will help the school be more critical in its approach. LA / EW could now be used across the MAT.	Statement online Better use of finances Clearer feedback for Governors	SLT	February 2017	£500 SLE training	<i>SLE training attended, this document created. £500 into CPD - Feb</i>
Accelerate progress for PP children	CPD	High quality teaching has the most impact on vulnerable and disadvantaged children.	CPD impact grids Learning Walks	SLT	February 2017	£1700	<i>CPD impact grids updated in KS meetings. Learning walks undertaken regularly with feedback shared with all staff. Small steps</i>

							<i>tracking shows that catch up is happening. KS1 – 100% PP ARE in all areas.</i> <i>£1700 into teaching staff for time. - Feb</i>
Targeted Support							
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Cost	
All KS1 PP children achieve at least the expected level.	Teacher with experience and has in the past proven impact employed with a specific focus on YR-3	Early intervention is highlighted as high cost for moderate impact. By ensuring that gaps are narrowed (and removed) we are able to build on this long-term allowing all children to achieve their best.	Monitoring of data Setting of SMART targets Regular meetings with PP teacher.	KS1 Lead	March 2017	£14,706	<i>Evidence of personalised targets being attained at a high rate. Children making progress but not catching up to expected standard yet in all cases.</i> <i>£14,706 taken from PP funding -</i>

							<i>Feb.</i>
KS2 PP children achieve their end of year targets.	SLT to provide targeted support during the school day.	The EEF toolkit states that one to one tuition has a moderate impact for a high cost.	Monitoring of data Pupil Progress Meetings	SLT hold each other to account.	March 2017	SLT time	<i>IW has created a PP tracking grid which will be shared at full board. Demands on SLT time makes consistency of support can be hard.</i>
Other approaches							
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?	Cost	
Access to a wider curriculum	Personal budgets of £200 to include school trips, uniform, residential etc	EEF assess sports participation as having up to 2 months impact (low) Providing uniform is a way of ensuring that all children entitled to receive PP funding access it especially in KS1	Annual PASS survey Tracking of funding documents kept on track. Reporting of percentage of PP children accessing after school clubs	Deputy Head	March 2017	£3000	<i>Some families used more than others. Extra curricular clubs popular. Individual spend notifications of amount remaining to be circulated</i>

							<i>in May.</i> <i>£3000 allocated, any remaining will go into CPD.</i>
Access to a musical instrument with tuition provided by a specialist.	Music Hub	Children have the experience of learning to play a musical instrument. They start from the same learning point as their peers and can discuss ways of learning.	Parental feedback Pupil Feedback Observation of lessons	Headteacher	March 2017	£360	<i>£360 into music project.</i>
Increased Parental understanding of progress of children and methods used in school.	Extending the EFYS subscription of Tapestry with the EYFS section turned off to allow greater communication.	EEF toolkit, moderate impact for moderate cost.	Parental Feedback	Pupil Premium teacher		£100	Parent feedback indicated that Class Dojo would be a preferred method. System in place after PP coffee morning.
<i>Other costs</i>	<i>Refurbishment of working area and additional resources for 1:1 work</i>		<i>Space is usable</i>	<i>PP teacher</i>			<i>£400 spent</i>
	<i>County asked</i>		<i>A child is not hungry.</i>	<i>Headteacher</i>			<i>£100 spent</i>

	<i>SH to supply an Asylum seeker with hot dinners from PP fund for half a term.</i>						
	<i>Taxis</i>		<i>Attendance</i>	<i>Headteacher</i>			<i>£238.92</i>
<i>Greater independence, self-esteem and growth mindset.</i>	<i>Forest Schools programme</i>	<i>Reports show that Forest School work has a long term impact on children's resilience, confidence and wellbeing</i>		<i>Headteacher</i>			<i>£500 allocated</i>

As at 9.5.17 approximate £22095 of £23,760 allocated.
£1665 remaining.